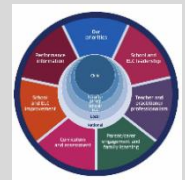




Muirhead Primary & Early Years Centre Standards & Quality Report 2025 – 2026



Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.



Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Introduction

The purpose of this report is to give the reader a sense of the work carried out at Muirhead Primary School and Early Years Centre during session 2025/26 and to allow the reader to gain more knowledge of the context we work within. The report will highlight our strengths and ongoing development needs as well as share our priorities as we move into session 2026/27 as well as sharing the experiences that the pupils of Muirhead Primary & EYC benefit from and their successes.

Vision

Our vision at Muirhead Primary School is that our school community empowers young minds, fosters ambition and cultivates kindness and respect, thereby allowing every child to thrive academically, socially and emotionally.

Values

At Muirhead, our core values—**Ambition, Respect, and Kindness**—are embedded in the ethos of our school and EYC. These values guide our daily interactions and underpin our aspirational vision for the entire school community, aligning closely with the principles of the United Nations Convention on the Rights of the Child (Articles 1, 2, 15, and 28).

We continue to collaborate closely with colleagues across our cluster to develop a shared vision for high-quality learning and teaching, ensuring consistency and excellence across all settings.

Aims

At Muirhead Primary School and Early Years Centre, our aims are rooted in our commitment to creating a nurturing, inclusive, and aspirational learning environment. These aims are underpinned by the United Nations Convention on the Rights of the Child (UNCRC), ensuring that children's rights are central to our ethos and practice.

- **To provide a safe and supportive environment** where all children feel secure, valued, and respected, fostering a positive ethos that promotes inclusion and equality. (Article 19)
- **To promote high expectations for all learners**, enabling every child to achieve their full potential through challenge, encouragement, and support. (Article 28)
- **To deliver a curriculum that is engaging, creative, and ambitious**, encouraging independent learning and curiosity through high-quality teaching and learning experiences. (Article 29)
- **To foster strong partnerships between pupils, parents, and staff**, working collaboratively to support each child's learning journey and personal development. (Article 5 & 18)
- **To ensure pupil voice is actively heard**, with children's rights embedded in all aspects of school life and decision-making. (Article 12 & 13)
- **To celebrate and nurture the unique skills and talents of every pupil**, recognising and developing their strengths across all areas of learning. (Article 29 & 31)

Context of the school

Muirhead Primary School and Early Years Centre is a non-denominational school located in Troon, South Ayrshire. As of session 2025–26, the school has a roll of 127 pupils, organised across six classes. Our Early Years Centre provides full-time placements for 30 children, alongside a dedicated Birth–3 provision supporting 8 children.

The school community reflects a diverse socio-economic profile. Currently, 31% of our pupils (39 children) are in receipt of free school meals. Five pupils have been identified as care experienced. A significant proportion of our learners (28%) reside in SIMD Deciles 1–2, and 48% of pupils are supported through the staged intervention framework. In session 2025–26, the school received £29,400 through the Pupil Equity Fund (PEF), which has been strategically allocated to support equity and raise attainment. Attendance for the session stands at 93.2%, as of June and is above the local authority average.

Our staffing structure includes a highly committed and enthusiastic team who know our children and families well. The leadership team comprises a Head Teacher and Depute Head Teacher, supported by one full-time and one 0.5 FTE Principal Teacher. Additional support is provided by a 0.4 FTE Additional Support for Learning (ASfL) teacher and a 0.2 FTE PEF-funded Boost teacher. We also welcomed a Newly Qualified Teacher (NQT) this session. The total staffing allocation for the session was 8.9 FTE.

Muirhead is part of the Marr Cluster and continues to strengthen curricular and transition links with associated schools. Cluster-wide initiatives this session have included a P7 transition project which involved our Primary 7 pupils attending Marr College once a week for the full day over a 6-week period. Primary 7 have also participated in events such as the Science Showcase, Rotary Quiz, Maths and STEM transition days. Our current P1 pupils engaged with the “Going on a Bear Hunt” Cluster transition project from EYC to P1, as well as visits to the school library throughout the year followed by weekly visits to Primary 1 classroom through Term 4. Primary 6 pupils participated in a variety of transition events at Marr College, including the South Ayrshire Book Festival, Soccer Aid and Developing the Young Workforce (DYW) and Modern Languages transition days.

As part of our ongoing commitment to fostering a positive school ethos, we continue to embed a rights-based approach across the school. Assemblies focus on children’s rights, health and wellbeing, and Makaton, reinforcing inclusive values. We maintain regular communication with families through our monthly newsletters, termly class bulletins, Learning Journals in our EYC, celebrating learning through inviting parents into classes and sharing key information.

Throughout the session, we have supported a range of student placements and work experience opportunities within both the school and Early Years Centre. Strong links with Marr College continue to support effective transitions and collaborative working.

In November 2023, our school and Early Years Centre was visited by a team of inspectors from Education Scotland and the Care Inspectorate and in November 2025, HMIe were satisfied, from our data, that we have met the recommendations from our inspection.

The inspection team found the following strengths in the work of the early years’ class:

- ✓ The positive and respectful relationships between all staff and children in the school and Early Years Centre. This results in almost all children feeling nurtured and well supported in their learning.
- ✓ The effective leadership provided by the headteacher. In her short time in post, she has worked collaboratively with staff to improve outcomes for all children.
- ✓ The relevant and interesting learning experiences offered by teachers in a range of contexts, including through outdoor learning. This results in almost all children being engaged in their learning and is helping children to develop knowledge and skills across the curriculum.
- ✓ The effective teamwork and communication within the Early Years Centre which has resulted in positive improvements to the indoor and outdoor learning environments. Children benefit from the range of interesting and stimulating experiences which is impacting positively on their progress.

Here are Education Scotland’s evaluations for Muirhead Primary School and Early Years Centre

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition, Appendix 2, The six-point scale)	
Quality indicators for the nursery class	Evaluation
Securing children’s progress	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1, The six-point scale	

The Care Inspectorate’s evaluations for the early learning and childcare setting are:

Detailed evaluations	Evaluation
Key question 1: How good is our care, play and learning?	very good
1.1 Nurturing care and support	very good
1.3 Play and learning	very good
How good is our leadership?	good
3.1 Quality assurance and improvement are led well	good

What key outcomes have we achieved?

School Priority 1: Raising Attainment in Literacy & English

To raise attainment in literacy, with a particular focus on reading, through the implementation of a coherent, progressive literacy programme. We aim to ensure all learners develop as confident, skilled readers who understand the value of reading for both learning and enjoyment.

- ✚ **Improvement in literacy attainment, particularly reading, through a well-planned, progressive literacy programme.**
- ✚ **Pupils will develop as confident, skilled readers and be aware of the importance of reading for enjoyment.**
- ✚ **Close identified gaps and ensure appropriate pace and progression for all learners.**
- ✚ **Continue to develop shared expectations of learning and understanding of standards across all levels from EYC to P7 and beyond.**
- ✚ **Provide opportunities for families to engage in their children's learning in Literacy and English, with particular emphasis on reading.**

NIF Priority

- Improvement in attainment, particularly in literacy
- Improvement in children's and young people's health and wellbeing.

Links to HGIOS 4 /HGIOELC

- 1.1 Self-evaluation for Self-improvement
- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 2.5 Family Learning
- 3.2 Raising Attainment and Achievement

Progress and Impact:

- ✓ All teaching and support staff engaged positively in South Ayrshire Reads CLPL, leading to increased professional confidence and enhanced understanding of research-informed literacy pedagogy, including the science of reading.
- ✓ Staff have developed a more consistent whole-school approach to the teaching of reading, with increasing alignment across stages in phonological awareness, phonics, fluency, vocabulary and comprehension.
- ✓ Primary 3.4 to Primary 7 teachers have been part of a Model School pilot, where literacy leaders and Head Teachers have visited their classes to experience comprehension lessons. We will welcome colleagues into our classrooms next session to experience literacy learning, live in action.
- ✓ Decodable readers are now fully embedded across Primary 1–3 and age-appropriate decodable texts are used effectively in Primary 4–7 to support targeted interventions, phonological awareness and reading fluency. This has increased confidence and engagement for targeted learners.
- ✓ Attainment data and professional judgement indicate improved learner engagement and progress in reading across the school. Robust tracking and monitoring systems, including STAR, DIBELS, NSA and GL assessments, support staff to identify next steps and interventions more effectively.
- ✓ Staff use assessment data increasingly well to plan targeted support, monitor progress and ensure appropriate pace and challenge for all learners, contributing to improved outcomes and more timely interventions.
- ✓ A strong reading culture is evident throughout the school and EYC. High-quality class libraries, attractive reading spaces, regular library visits and visible promotion of reading have contributed to increased pupil enthusiasm and engagement in reading for pleasure.
- ✓ The school has made significant progress towards achieving the Silver Reading Schools Award, demonstrating a whole-school commitment to fostering a positive reading culture. Evidence will be submitted in June 2026 for achievement of this award.

- ✓ Pupil leadership has been strengthened through the work of Literacy Leaders, who have successfully gathered pupil voice, promoted reading initiatives and contributed meaningfully to the design of library spaces and the selection of texts.
- ✓ Reading achievements are celebrated regularly through assemblies, class recognition and wider achievement opportunities, helping to motivate pupils and reinforce positive attitudes towards literacy.
- ✓ Community and family engagement in literacy has increased through author visits, “Author Live” events, partnerships with local writers and home-reading initiatives such as the “Big 5 Bedtime Read”.
- ✓ Primary 1 pupils have benefited from BookBug and targeted early reading approaches, supporting early language development and fostering positive reading habits from the outset.
- ✓ Early Years Centre learners benefit from a literacy-rich environment with a strong focus on communication, language and phonemic awareness. Targeted support from the Principal Teacher of Early Years has enhanced early intervention approaches and strengthened staff understanding of early reading development.
- ✓ EYC staff have engaged in professional learning with the South Ayrshire Early Years Team to deepen understanding of early literacy development and research-informed practice.
- ✓ Family learning opportunities within the EYC, including PEEP sessions, Solihull approaches and Stay and Play sessions, have strengthened parental engagement and supported families to develop literacy-rich experiences at home.
- ✓ The EYC team achieved their Communication Friendly Environment Award, reflecting the high-quality communication environment provided for children. Continuing to work towards the supportive learning approaches (badge 2) and nurturing communication (badge 4). Our next badge visit is scheduled for September 2026.
- ✓ The school is continuing work towards achieving the Communication Friendly Environment accreditation.
- ✓ Cross-stage collaborative learning opportunities have strengthened reading engagement and leadership. Primary 4–7 pupils supported younger learners through reading buddy programmes, promoting confidence, fluency and positive relationships.
- ✓ Primary 6 pupils participated successfully in the Marr Cluster Book Festival, engaging with authors and writing workshops which further promoted creativity, reading engagement and aspiration.
- ✓ Primary 3–5 pupils benefited from regular access to the mobile library service, increasing exposure to a wider range of texts and supporting reading for enjoyment.
- ✓ The school library has been enhanced through the inclusion of high-quality decodable fiction and non-fiction texts, ensuring accessibility and progression for all learners.
- ✓ Collegiate working across the Marr Cluster has strengthened moderation, professional dialogue and continuity in literacy learning between Primary 7 and S1.
- ✓ Staff worked collaboratively to develop shared expectations for reading attainment and progression, aligned with South Ayrshire Reads guidance, contributing to greater consistency in learning and teaching across the school.

Next steps:

- ✓ Continue to embed phonological awareness, phonics and fluency across the whole school, which is aligned to SAR progression and assessment frameworks and ensure new staff access the appropriate CLPL training.
- ✓ Further develop a consistent whole-school approach to vocabulary and comprehension, extending approaches currently established in P3-7 into Primary 1 and 2.
- ✓ Establish a progressive, consistent and evidence-informed approach to writing across the school, building on the strong foundations established through SAR.
- ✓ Strengthen opportunities for professional dialogue, moderation and collaborative learning within the school and cluster to ensure consistency in standards and expectations.
- ✓ Continue to refine tracking and monitoring processes to ensure timely interventions and accelerated progress for targeted learners.
- ✓ Expand opportunities for meaningful family engagement in literacy, particularly through reading and early language development initiatives.
- ✓ Further develop learner leadership opportunities in literacy through Literacy Leaders, peer reading and pupil-led literacy events.
- ✓ Continue to enhance the school's reading culture through high-quality texts, community partnerships and inclusive literacy environment
- ✓ Work towards achieving the Gold Reading Schools Award.

School Priority 2: Raising Attainment in Maths and Numeracy

To raise attainment in numeracy and mathematics by delivering high-quality learning experiences that build confidence, deepen understanding, and ensure appropriate pace and progression for all learners.

-  **Improvement in Numeracy and Mathematics attainment.**
-  **Learners will display increased confidence and recognise next steps in learning.**
-  **Close identified gaps and ensure appropriate pace and progression for all learners.**
-  **Continue to develop shared expectations of learning and understanding of standards across all levels from EYC to P7 and beyond.**
-  **Engage families and wider partners in collaborative working opportunities to enhance and enrich learning in numeracy and mathematics.**

NIF Priority

- Improvement in attainment, particularly in Numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in employability skills

Links to HGIOS 4 /HGIOELC

- 1.1 Self-evaluation for Self-improvement
- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment
- 2.5 Family Learning
- 3.2 Raising Attainment and Achievement

Progress and Impact:

- ✓ Significant progress has been made in improving approaches to numeracy and mathematics across the school through a stronger focus on assessment, pedagogy, professional collaboration and learner engagement.
- ✓ Robust assessment systems have been further developed through the implementation of Headstart Scaled Assessments across P2–P7. This has strengthened the school's ability to track attainment over time, identify trends and provide targeted interventions which are responsive to individual learner needs.
- ✓ Staff increasingly demonstrate confidence in using a range of assessment evidence, including NSA, GL and Headstart data, to inform planning, monitor progress and support targeted attainment strategies.
- ✓ Practitioners have continued to build their data literacy skills through ongoing professional dialogue and collegiate moderation activities. This has supported greater consistency in teacher judgement and improved staff understanding of standards and progression within Curriculum for Excellence levels. As a result, learners are experiencing more appropriately paced and differentiated learning pathways.
- ✓ The school's consistent use of the Concrete–Pictorial–Abstract (CPA) approach has strengthened learners' conceptual understanding and mathematical thinking. Across all stages, children are increasingly able to explain strategies, justify answers and apply numeracy skills with greater confidence and accuracy.
- ✓ Learners have benefited from a wider range of active, outdoor and experiential learning opportunities which promote engagement and real-life application of numeracy skills. Activities linked to Maths Week Scotland, outdoor learning and problem-solving contexts have supported learners to apply mathematical thinking in meaningful and relevant ways. This has contributed positively to learner motivation, confidence and resilience in tackling mathematical challenges.
- ✓ Effective partnership working has strengthened continuity and progression in mathematics. Collegiate working between the P7 teacher and Marr College Maths Department has supported smoother transition arrangements and improved shared understanding of learner expectations within the Broad General Education.
- ✓ P7 pupils have also participated in STEM learning opportunities at the local secondary school, further developing problem-solving, enquiry and employability skills through practical application of numeracy.

- ✓ Within the Early Years Centre, family learning approaches continue to positively support early numeracy development. Initiatives including PEEP sessions, the Solihull Approach, Numeracy in the Early Years sessions and Stay and Play opportunities have strengthened parental engagement and increased families' confidence in supporting learning at home. This collaborative approach is helping to promote positive attitudes towards numeracy from the earliest stages.

Next steps

- ✓ Further embed a coherent assessment, tracking and monitoring framework for Numeracy and Mathematics from Early Level to Second Level to ensure consistency and clear progression pathways.
- ✓ Extend opportunities for moderation and professional dialogue across stages and sectors to strengthen shared understanding of standards, challenge and progression.
- ✓ Develop further high-quality learning and teaching approaches which promote reasoning, problem-solving and enquiry-based learning across all stages.
- ✓ Continue to use attainment and assessment data strategically to identify gaps early and provide timely targeted support and interventions.
- ✓ Increase opportunities for learners to apply numeracy and mathematics skills in meaningful real-life and interdisciplinary contexts, including outdoor learning and STEM activities.
- ✓ Strengthen learner voice in numeracy by supporting children to identify strengths, reflect on progress and articulate next steps in learning.
- ✓ Continue to build partnerships with families and community partners to promote numeracy-rich experiences and support learning beyond the classroom.

School Priority 3: Improving Health and Wellbeing of Children Through an Inclusive and Engaging Curriculum

To improve the health and wellbeing of all learners through a nurturing, inclusive, and engaging curriculum that supports emotional, social, and physical development. This includes embedding a rights-based approach and strengthening partnerships with families and the wider community.

- ✚ **Increased confidence in the identification of appropriate HWB interventions, resulting in improved engagement in learning.**
- ✚ **Improved understanding of the Promise.**
- ✚ **Positive, rights respecting approach is embedded throughout the school.**
- ✚ **Children are engaged in physical activity to improve their wellbeing.**
- ✚ **Children and families will be supported to make positive changes to support and improve both learning and wellbeing.**

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children
- Improvement in attainment

Links to HGIOS 4 /HGIOELC

- 1.1 Self-evaluation for Improvement
- 1.2 Leadership of Learning
- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Progress and Impact:

- ✓ All staff have completed *The Promise* professional learning, resulting in increased confidence and consistency in trauma-informed, child-centred approaches. This has strengthened relationships and improved learners' readiness to engage in learning.
- ✓ The Treehouse resource is now well embedded and is effectively supporting learners' emotional regulation and wellbeing across classes.
- ✓ HWB survey data is analysed by the Principal Teacher and shared with class teachers to inform targeted planning and timely interventions, ensuring support is responsive to identified need.
- ✓ Wider achievements are recorded weekly and celebrated through assemblies, promoting learner motivation, confidence and a positive school culture that values success in all its forms.
- ✓ A Young Carer Champion is in place, ensuring identified pupils receive appropriate support. Pupils have been empowered to create their own Young Carer Statements, strengthening voice, agency and self-advocacy.
- ✓ Attendance is monitored weekly by the Depute Head Teacher, with strong partnership working with families. The introduction of a pupil-led class reward system has contributed to improving attendance trends.
- ✓ The Pupil Council continues to play a key leadership role and is actively supporting the school's journey towards Gold Rights Respecting Schools (RRS) reaccreditation, further embedding children's rights in practice.
- ✓ Weekly behaviour tracking by the Head Teacher indicates a reduction in referrals across all stages, reflecting the positive impact of nurture-based approaches and consistent expectations.
- ✓ A dedicated Nurture Nook has been developed collaboratively by support staff and pupils, providing a safe, supportive environment that promotes emotional wellbeing.
- ✓ The ASfL teacher and pupils co-designed the Pupil Support Area, using nurture principles, the Adaptive Teaching Toolkit and learner feedback, ensuring the space meets individual needs effectively.
- ✓ Boxall Profiles are used to assess and plan for pupils accessing nurture support, with biannual reviews demonstrating positive progress in social, emotional and behavioural development.
- ✓ Outdoor Learning is led by a class teacher, with resources and experiences coordinated throughout the year, supporting physical wellbeing and engagement in learning.

- ✓ Strong partnerships with the Micah Project have supported sustainability and inclusion initiatives, including uniform recycling, costume swaps, used clothes collections and Book Week Scotland activities.
- ✓ The After School Programme has expanded significantly, with pupil voice shaping club choices each term, resulting in increased participation and engagement.
- ✓ Active Schools continues to provide valuable support through coaching, links to local sports clubs, pupil voice activities, and whole-school events. This partnership is supporting progress towards the SportScotland Award.

Next steps:

- ✓ Further develop a robust and efficient HWB tracking system to strengthen monitoring, evaluation and planning for impact.
- ✓ Strengthen collaboration with parents and partners to further expand access to extra-curricular clubs, physical activity and wellbeing opportunities, particularly for those most at risk of disengagement.

Evaluation Summary

Quality Indicator	Evaluative statements	evaluation
1.3 Leadership of change	- The Head Teacher, in post since August 2023, has provided clear strategic direction and has successfully led the school through both an Authority-led self-evaluation and a positive joint inspection by HMIE and the Care Inspectorate. The appointment of a new Depute Head Teacher in April 2024 has further strengthened the leadership capacity of the school. - The Senior Leadership Team (SLT) works collaboratively to provide strong, visible leadership and to drive forward school improvement. Leadership is distributed effectively across the school. All teaching and Early Years staff hold leadership responsibilities, and all support staff lead on key initiatives such as; Outdoor Learning, Communication Friendly Environment, South Ayrshire Reads, Rights Respecting School, Loose Part play, Attendance and Numeracy in the Early Years. Staff can articulate the positive impact of their leadership roles on pupil outcomes. - A strong culture of professional learning is evident. Staff-led CLPL sessions are driven by innovation and creativity, and all staff have actively engaged in high-quality professional learning opportunities including South Ayrshire Reads, Sensory Circuits, Intensive Interactions, Promise training and Writing. Staff report increased confidence and impact on learner engagement, as evidenced in PRD discussions. - Leadership opportunities are extended to pupils, staff, and parents. Annual PRD processes are used effectively to identify and support leadership development. Our Vision, Values, and Aims help embed a rights-based approach that underpins all improvement work. The development of a new Positive Relationships Policy, co-created with the Pupil Council and wider school community, reflects this shared vision. - Pupil voice is a strength. Pupil groups are meaningfully linked to the School Improvement Plan. ➤ <i>The Literacy Leaders have focused this year on re-arranging and re-stocking our school library in order to encourage regular reading for pleasure. They have sought pupil views on how the books should be shelved and which books pupils would like to see being purchased. They have assisted with the running of 2 Book Fairs, raising a total of £570 in "rewards" to spend on new library books. They maintain a clean and welcoming environment in the library and keep their peers updated with progress. These actions, combined with regular events such as Reading Schools Week and World Book Day, have maintained a high level of awareness and interest in reading for pleasure across the school, helping all pupils to develop as confident and skilled readers.</i> ➤ <i>The establishment of the Pupil Attendance Committee this session has strengthened the school's strategic approach to improving attendance. Through meaningful pupil voice, the committee has shaped how positive attendance is encouraged and celebrated, leading to a noticeable shift in how attendance is valued across the school community. This has raised awareness, clarified expectations for pupils, staff and parents, and contributed to more consistent engagement with approaches that promote and reward strong attendance.</i> ➤ <i>The Sports Committee has made a positive contribution to enhancing physical activity and engagement across the school this year. They assisted in a well-organised Sports Day which promoted participation, teamwork and enjoyment for all pupils. Pupil voice helped shape the</i>	Very Good

	<i>after-school sports programme, ensuring activities reflect children's interests and increased engagement. Investment in new resources has strengthened the PE cupboard, improving the quality and variety of lessons. In addition, a medal design competition provided a creative opportunity for pupils to contribute to school events, further promoting enthusiasm and pride in sport at Muirhead Primary. Overall, the sports committee have supported both increased participation and pupil voice to drive the school forward in their Sport and Physical Activity.</i> • Management remits are reviewed regularly to ensure clarity of roles and responsibilities and to support continuous improvement.	
2.3 Learning and teaching	• The school has developed a nurturing, inclusive learning environment where all pupils, families, and visitors feel welcomed and valued. This is consistently recognised by visitors and partners. Positive, respectful relationships are evident across the school and are underpinned by a strong commitment to children's rights. • Most learners' experiences are well-planned, engaging learning experiences that allow them to apply skills across the curriculum. Almost all pupils are motivated, active participants in their learning, and are developing increasing independence. Pupil voice is encouraged through leadership groups, assemblies, and community engagement activities such as the Macmillan Coffee Morning, Rotary Concert, Glasgow Taxi Outing, and work with the Micah Project. • A wide range of teaching approaches are used effectively, including digital technologies, collaborative learning, play-based pedagogy, and outdoor learning. Staff are increasingly making use of the local and wider community to enhance learning, with P4 and P7 classes using local woodland areas to support interdisciplinary learning. • Early level learners benefit from skilled staff who promote a play-based approach. Through play, children confidently develop language, social, and early literacy and numeracy skills. Across the school, pupils set personal targets in literacy and numeracy and are becoming more confident in discussing their progress. • Staff know their learners well and use a range of differentiation strategies to meet individual needs. Collaborative working and peer support are embedded, and staff regularly engage in professional dialogue to improve learning and teaching. • Digital technologies are used effectively to support and enrich learning, led by the school's Digital Champion. • Calm, purposeful learning environments have been created across the school, supporting the needs of almost all learners. • A strong reading culture is being developed. The school library is a welcoming space where our pupils have decided how the books should be organised in order to support learner choice. Each class has its own library area, and P1 pupils participate in a home/school reading initiative. The school and EYC also offer a shared lending library for children and families. • The school's assessment strategy ensures a planned and systematic approach to assessment across the year. Staff are confident in identifying what to assess and how to assess it and use a wide range of data, including CfE levels, standardised assessments and formative/summative assessments, to inform planning and interventions. • Staff use benchmarks to support assessment and moderation, particularly in literacy and numeracy. Moderation activities within the school and across the Marr Cluster have strengthened staff confidence in professional judgement, particularly in writing. • Assessment is used formatively to support learning, with AifL strategies embedded in all classes. Termly tracking meetings ensure robust monitoring of progress, wellbeing, and wider achievement. These meetings are used to evaluate the effectiveness of interventions and identify next steps for support and challenge. • Pupil Equity Funding is deployed effectively to target the needs of identified learners. Interventions are regularly monitored and evaluated to ensure they are having a measurable impact on outcomes and contributing to closing the attainment gap.	Good

3.1
Ensuring
wellbeing,
equity and
inclusion

- Muirhead Primary School and Early Years Centre continue to foster a warm, inclusive, and nurturing ethos, which is consistently recognised and praised by visitors and partners. Respectful relationships are a key strength of the school and are clearly evident in daily interactions between staff, pupils, and families. These relationships are underpinned by a strong commitment to children's rights, which are actively promoted and embedded across the school community.
- Children are empowered to exercise their rights, including the right to be heard and to participate in decisions that affect them. Pupil voice is strong, with children contributing meaningfully through a range of leadership groups, for example Literacy Leaders, Sports Ambassadors, Attendance Committee, Eco Council and RRS Pupil Council.
- All staff are aware of and fulfil their statutory responsibilities. Attendance is closely monitored and tracked, with regular communication with families helping to reduce unauthorised absences and improve accuracy in reporting. The formation of our Pupil Attendance Council has supported our strategic approach to improving attendance. Attendance has improved year-on-year and is now above the Authority average by 0.2%.

Attendance Levels

2025-2026	2024-25	2023-24	2022-23	2021-22
93.4%	93.4%	93.03%	91.92%	86.81%

- The school has fully implemented South Ayrshire's updated Staged Intervention Framework, using revised documentation and Team Around the Family (TAF) processes to ensure timely and appropriate support. The Depute Head Teacher represents the school at the Family First Forum, which has enabled access to targeted support for pupils across the cluster. One such initiative, developed in partnership with the Dolphin House outdoor learning centre. They have provided outdoor learning experiences to support pupils with emotional regulation, self-esteem, and school engagement difficulties and we have seen an improvement in attendance of the children targeted through this support.
- The school's staged intervention data reflects a proactive and inclusive approach to support. We have 48% of pupils on StInt (63 pupils).

Staged Intervention Information:

Total Number of pupils on Stage 1: 19 Percentage of pupils on staged intervention on Stage 1: 30%

Total Number of pupils on Stage 2: 28 Percentage of pupils on staged intervention on Stage 2: 44%

Total Number of pupils on Stage 3: 11 Percentage of pupils on staged intervention on Stage 3: 17%

Total Number of pupils on Stage 4: 5 Percentage of pupils on staged intervention on Stage 4: 8%

Total Number of pupils on Stage 5: 0 Percentage of pupils on staged intervention on Stage 5: 0

Breakdown per class:

P1/2	3 pupils on StInt	16% of class
P2/3	8 pupils on StInt	42% of class
P3/4	9 pupils on StInt	36% of class
P5	10 pupils on StInt	67% of class

Good

P6	16 pupils on StInt	64% of class
P7	17 pupils on StInt	65% of class

- All pupils from P1–P7 receive two hours of high-quality PE weekly, including opportunities to coaching from external partners in tennis, volleyball and rugby. All P5 pupils accessed swimming lessons, and P5–P6 pupils completed Bikeability Level 1, with P6 pupils progressing to Level 2.
- The school provides a wide range of opportunities to support wellbeing and inclusion through the curriculum and wider life of the school. Highlights include:
 - P4–P7 pupils participated in Gaelic singing, with 30 pupils performing alongside the Ayrshire Fiddle Orchestra at a local Rotary Club concert and with Marr Capella Choir.
 - The school's Rotary Quiz Team participated in the Marr Cluster Rotary Competition.
 - Pupils also participated in the Euro Quiz and a variety of sporting events throughout the year.
 - Over half of P4–P7 pupils auditioned for and performed in the school's production of *Bugsy Malone* which ran for two sold-out nights and children performed with a live band.
 - EYC pupils visited a local care home at Christmas, establishing an intergenerational partnership that continues to grow.
 - All children with additional support needs have regularly reviewed plans in place, developed in collaboration with parents and pupils.
 - Every child from EYC to P7 participated in a school outing and attended either the pantomime or took part in a Christmas pottery experience.
 - P7 pupils attended a residential experience at Dolphin House, engaging in team building, science, and outdoor learning activities.
 - All P3–P7 pupils received music instruction from a specialist teacher this session.
 - Pupils in Primary 6 have the opportunity to be selected to play a brass instrument.
- The school's inclusive ethos, commitment to equity, and focus on wellbeing are evident in all aspects of school life. Staff work collaboratively to ensure that every child is supported, challenged, and celebrated.

3.2 Raising attainment and achievement

Attainment in Literacy and Numeracy

June 2026 CFE Levels

June 2025 CFE Levels

	L&T	Reading	Writing	Numeracy			L&T	Reading	Writing	Numeracy
P1	100%	82%	82%	82%		P1	100%	80%	80%	80%
P4	93%	80%	73%	87%		P4	92%	76%	68%	80%
P7	92%	92%	88%	92%		P7	94%	83%	83%	89%

- Attainment levels for 2025/2026 indicate:
- **Listening and Talking:** Almost all learners in P1, P4, and P7 are making good progress.
- **Reading:** Most learners across all three stages are making good progress, with particularly strong performance in P7.
- **Writing:** Most learners in P1. P4 and P7 are making good progress.
- **Numeracy:** Almost all learners in P1, P4 and P7 are making good progress.
- Overall, most children are on track to achieve expected levels in literacy and numeracy. The school's robust tracking and monitoring systems ensure that progress is closely monitored and interventions are timely and targeted.
- This session, tracking data has been shared more widely with class teachers and support staff, enhancing collaborative planning and targeted support.

Good

- Children not on track are identified early, and the Pupil Support Teacher works closely with them to address gaps in understanding.
- Staff have high expectations and a strong understanding of each child's learning journey. Collaborative working between class teachers, support staff, and the leadership team ensures that interventions are well-matched to learners' needs.
- Transition planning begins in P6 and includes a focus on both learning and wellbeing. Information is shared effectively with secondary colleagues to ensure continuity and progression.
- The school's focus on raising attainment in reading and numeracy, as outlined in the School Improvement Plan, is having a positive impact on learner outcomes.
- A strong emphasis on children's rights and wellbeing has supported the development of personalised approaches to learning and behaviour, contributing to a zero-exclusion rate over the past six years.

Attainment over time

- The school's tracking systems enable effective analysis of attainment trends over time, including comparisons between pupils in SIMD deciles 1–2 and those in less deprived areas.
- This data is used to inform targeted interventions and to monitor the impact of equity-based strategies.
- Attainment data over time shows a positive trajectory, with improvements in both literacy and numeracy across all stages.

ACEL Data Over

	ACEL data over time%	20 - 21	21 - 22	22 - 23	23-24	24-25	25-26	Progress
Literacy	P1	34	47	67	80	75	82	+48
	P4	31	79	58	74	73	73	+42
	P7	11	69	82	78	76	88	+77
	P1, 4, 7	27	64	70	68	75	81	+54
Reading	P1	72	47	67	80	81	82	+10
	P4	38	79	58	76	80	80	+58
	P7	16	69	89	83	88	92	+76
	P1, 4, 7	47	64	73	79	83	85	+38
Writing	P1	38	47	67	80	75	82	+44
	P4	38	79	67	68	73	73	+35
	P7	16	69	82	83	76	88	+72
	P1, 4, 7	31	64	73	77	75	81	+50
Listening and Talking	P1	83	47	67	100	100	100	+17
	P4	31	79	79	92	87	93	+62
	P7	21	81	100	94	88	92	+71
	P1, 4, 7	48	64	81	95	92	95	+47
Numeracy	P1	41	53	67	80	94	82	+41
	P4	25	79	63	80	73	87	+62
	P7	21	81	100	89	94	92	+71
	P1, 4, 7	31	71	80	83	87	87	+56

Reading CfE analysis Dec 2025

Percentage of pupils on track			
	Whole class	PEF(No. of pupils)	Non-PEF
P1	82%	33% (1/3)	100%
P2	81%	86% (6/7)	78%
P3	79%	63% (5/8)	91%
P4	80%	86% (6/7)	67%
P5	80%	78% (7/9)	83%
P6	79%	69% (9/13)	93%
P7	92%	86% (12/14)	100%

Whole school: **PEF** **Non-PEF**
82% 75% (46/61) 88% (58/66)

Reading CfE analysis April 2026

Percentage of pupils on track			
	Whole class	PEF(No. of pupils)	Non-PEF
P1	91%	66% (2/3)	100%
P2	81%	86% (6/7)	78%
P3	89%	75% (6/8)	100%
P4	80%	86% (6/7)	75%
P5	80%	78% (7/9)	83%
P6	79%	69% (9/13)	93%
P7	92%	86% (12/14)	100%

Whole school: **PEF** **Non-PEF**
85% 79% (48/61) 97% (64/66)

Gap of 18% identified between children eligible for PEF and those not eligible within CfE reading attainment.

NSA Reading data 2025-26 - Achievement of top 4 bands:

P1 Bands 3, 4, 5 and 6		P4 Bands 6, 7, 8 and 9		P7 Bands 8, 9, 10, 11	
PEF	2/2 100%	PEF	7/7 100%	PEF	9/14 = 64%
Non-PEF	9/9 100%	Non-PEF	8/8 100%	Non-PEF	10/12 = 83%
Difference	0%	Difference	0%		19%

In P1, **all learners** achieved within bands 3 – 6. There was no gap between PEF and non-PEF pupils.

In P4, **all learners** achieved within bands 3 – 6. There was no gap between PEF and non-PEF pupils.

In P7, there was a difference of **19%** between pupils eligible for PEF and those not eligible for PEF.

N&M CfE analysis April 2026

Percentage of pupils on track			
	Whole class	PEF(No. of pupils)	Non-PEF
P1	91%	66% (2/3)	100%
P2	94%	86% (6/7)	100%
P3	89%	88% (6/8)	100%
P4	93%	100% (7/7)	88%
P5	73%	78% (7/9)	67%
P6	88%	85% (11/13)	92%
P7	85%	86% (12/14)	92%

Whole school: **PEF** **Non-PEF**
86% 87% (53/61) 89% (59/66)

Headstart data August 2025 and June 2026 (Scaled Assessment)

HeadStart Percentage of pupils on track					
	August		January		
	Whole class	PEF(No. of pupils)	Whole Class	PEF(No. of pupils)	Difference (August - January)
P1					
P2	42%	28% (2/7)	76%	71% (5/7)	43%
P3	35%	25% (2/8)	67%	62% (5/8)	42%
P4	0%	0% (0/7)	40%	57% (4/7)	57%
P5	20%	11% (1/9)	47%	44% (4/9)	33%
P6	40%	38% (5/13)	44%	46% (6/13)	8%
P7	3%	7% (1/14)	93%	100% (14/14)	93%

NSA Numeracy data 2025-26

Achievement of top 4 bands:

P1 Bands 3, 4, 5 and 6		P4 Bands 6, 7, 8 and 9		P7 Bands 8, 9, 10, 11	
PEF	2/2 100%	PEF	5/7 71%	PEF	10/14 = 71%
Non-PEF	9/9 100%	Non-PEF	6/8 75%	Non-PEF	11/12 = 92%
Difference	0%	Difference	4%		21%

In P1, all learners achieved within bands 3 – 6. There was no gap between PEF and non-PEF pupils.

In P4, there was a difference of 4% between pupils eligible for PEF those not eligible for PEF.

In P7, there was a difference of 21% between pupils eligible for PEF those not eligible for PEF.

Overall Quality of Learners' Achievements

- At Muirhead Primary and Early Years Centre, we place a strong emphasis on recognising and celebrating children's achievements both within and beyond the classroom. This approach supports the development of confidence, resilience, and a strong sense of self-worth in our learners.
- A wide range of after-school and lunchtime clubs are offered to promote participation, engagement, and equity of access. Current opportunities include running, football (P3–4 and P5–7), multisport, sports leaders, and musical theatre. As of this session, 64% of pupils tracked through Pupil Equity Funding (PEF) are actively participating in at least one club.
- To ensure inclusivity, we have developed a system to track pupils who are not currently accessing clubs either in or out of school. These pupils are prioritised for future opportunities, including targeted invitations to school-based events. Termly pupil surveys are used to gather feedback on extracurricular interests and inform the planning of future club offerings, ensuring that provision is responsive to pupil voice.
- We have significantly increased opportunities for learning in a variety of real-life and outdoor contexts. These include outdoor learning, firepit activities, and local excursions using public transport to visit museums and cultural sites. These experiences enrich the curriculum and support the development of key skills for life and learning.
- Music continues to be a valued part of our curriculum. All pupils from P1 to P7 benefit from weekly sessions with a music specialist, and brass tuition is available to pupils from P6 onwards, further enhancing opportunities for creativity and performance. 75% of children achieved all 10 milestones.
- In our Early Years Centre, almost all children are achieving eight or more developmental milestones, with performance exceeding local authority averages.

Percentage of 8+ Developmental Milestones Achieved			
	2025-2026	2024-2025	2023-2024
HWB	100%	100%	94%
Numeracy	91%	100%	94%
Communication & Language	82%	88%	94%

- In Numeracy, 91% of children achieved 8 or more milestones.
- 100% of children have achieved 8 or more HWB milestones.

- In Literacy, 82% of children achieved 8 or more with just one child not achieving these yet.
- Attendance in the EYC is actively promoted. Staff work with parents to encourage attendance and help support getting children into the EYC.
- Staff and parents work in partnership to secure positive outcomes for all children.

Equity for all learners

- At Muirhead Primary and Early Years Centre, we are committed to ensuring that every child has equitable access to learning and the opportunity to thrive. Our staff have a deep understanding of our school context and the diverse backgrounds of our learners. Currently, 31% of children are eligible for FME and the clothing grant and we use this data to inform targeted support and interventions.
- We embed the principles of GIRFEC in our daily practice ensuring a values-based, child-centred approach that supports the wellbeing and development of all learners. Our commitment to children's rights is reflected in our achievement of the Gold Rights Respecting School Award in 2023, which underpins our inclusive ethos and informs our decision-making at all levels. Our reaccreditation is planned for term 1 of session 2026-2027. This will be our 4th reaccreditation of the Gold Award.
- Our strong and purposeful partnerships with families, external agencies and our local community play a vital role in reducing and removing barriers to learning. These partnerships are focused on promoting health and wellbeing, enhancing family engagement and providing a nurturing environment where all children feel safe, supported and valued.
- Through these collective efforts we continue to build a school community where equity is a lived experience for every learner.

What is the capacity for improvement?

Muirhead Primary & EYC continues to demonstrate a strong capacity for sustained improvement, underpinned by a culture of reflective practice and collaborative engagement with all stakeholders. Through ongoing self-evaluation, we remain committed to identifying and addressing areas for development, ensuring that our provision meets the evolving needs of our learners.

During this session, we observed notable improvements in attainment across Reading and Numeracy in almost all classes. Where progress has not met expectations, we have undertaken robust analysis to understand the underlying factors and implemented targeted intervention in response. Key priorities for continuous improvement have been identified and will inform strategic planning for session 2026-27.

Our focus on evidence-based practice continues to shape our curriculum delivery. South Ayrshire Reads (SAR) will remain a central feature of our literacy strategy. We will further embed literacy and numeracy interventions that reflect current educational research and enhance classroom practice through the effective use of Adaptive Teaching strategies. Staff will have access to ongoing professional learning through the SAR and SAL teams.

Health and Wellbeing remains a core priority. We will build on our progress in outdoor learning, play-based pedagogy and the development of meta-skills. Our commitment to inclusive opportunities will ensure all children can participate in extracurricular clubs. We will also strengthen our systems for tracking and monitoring HWB outcomes to better support pupil development.

For session 2026/27 we have a staffing compliment of 8.4FTE teachers and 6 FTE Early Years Practitioners and 1FTE Senior EYP. We have an allocation of 50 hours school assistant time, and 1.4FTE clerical.

We will use our PEF funding to fund additional teaching staff, including a 1.0 Principal Teacher, with a focus on literacy development, particularly writing and further develop our ASN provision.

The continued dedication of our staff, the support of our families and the enthusiasm of our pupils, place Muirhead Primary and Early Years centre in a strong position to build on current successes. We remain committed to fostering a nurturing, inclusive and aspirational learning environment where every child can thrive.

Quality Indicator		School's Evaluation
1.3	Leadership of Change	Very Good
2.3	Learning, Teaching and Assessment	Good
3.1	Ensuring Wellbeing, Equality and Inclusion	Good
3.2	Raising Attainment and Achievement	Good

June 2026